

REShare – Session 4 (Term 3, 2021)

Topic: FREEDOM

Presented by Sr. Susanna, O.P.

Scripture: 2 Corinthians 3:17. How does the meaning change when you also read verse 18?

Debate ideas:

- Normally I try to have debates only on questions where there is genuine room for disagreement, even from a perspective of faith.
- If there is one true answer, I tell them this straight up (this is a course in how to think in a Catholic way, after all!) but then encourage them to play around with the opposite arguments – you can always learn from studying your opponent's point of view.

Students go to one of the “4 corners” of the room to answer the question –

For me, the ultimate freedom would be...

- o To choose the moment of my death
- o To live forever
- o To be able to find meaning in suffering
- o To always be in control

1-12 number line:

Rate how free you are today, 1 being the minimum and 12 the maximum.

- Play devil's advocate:
- remind high rating students of the laws of nature and physics;
- for low ranking students, probe whether the laws that restrict them are really an obstacle to their happiness.

Media and culture:

- Frank Sinatra's "My Way" was the top funeral song in the UK in 2019 – what does this reveal about our attitude to life? What does this tell us about our attitude to freedom?
- [This Sydney doctor's](#) life was changed forever by polio... but did it take away or increase his freedom?
- What are the limits of freedom? Insights from the writings of [Etty Hillesum](#)
- How would you respond to [Loki's argument](#) (first 1min only) that humans don't really want freedom?

Defining freedom:

- Background concepts:
 - o Everything has an end / [telos](#) which defines its goodness
 - o [Humanity's telos](#) is happiness
- Students work in teams to construct possible [definitions of freedom](#). Discuss the differences between society's definition and the true definition.
 - o Being able to do whatever I should want vs. Being able to want to do whatever I should.
- [Reflection](#) challenges: we are restricted in many ways. Which of them actually make us like slaves?

CURRICULUM REFERENCES

Studies in Catholic Thought

- Virtue, Vice and Salvation
 - ∞ Investigate what is meant by 'The Good Life' and examine its challenges
 - outline a Judeo-Christian understanding of the good life
 - ∞ Develop an understanding of original goodness and how it was disrupted by 'The Fall'
 - articulate how free will is a gift to humanity to follow God's plan
 - describe The Fall as expressed in Genesis 3 and explain how this illustrates a misuse of freedom

Wagga

- 48C5 Reconciliation

Sydney

- C8 Striving for Goodness
- D9 Sacraments of Healing
- E7 Affirming Human Dignity
- E8 Alive in Christ
- E9 Living the Commandments and Beatitudes